QnM 1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Criterion 1

Feedback System QnM 1.4.1

Stakeholder's Feedback Report

Feedback process

Curriculum Design and Development is a pivotal process that entails the creation of tailored educational content in accordance with identified needs. This procedure involves collaboration with expert groups and integration of feedback from stakeholders, ultimately aiming to enhance the quality of education. An institution that recognizes the value of this process is the CCET which not only ensures the development of need-based inputs but also establishes a mechanism for gathering feedback from various stakeholders.

The involvement of stakeholders, including students, teachers, and other relevant parties, is indispensable in refining curriculum-related institutional processes. CCET takes a proactive role in soliciting and incorporating feedback from these groups, recognizing that their perspectives provide valuable insights into the effectiveness of teaching, learning, assessment methods, and overall capacity-building endeavors. By engaging stakeholders, CCET fosters a collaborative environment that promotes continuous improvement.

Stakeholder feedback serves as a valuable resource for instituting enhancements across the educational spectrum. Insights garnered through this feedback mechanism facilitate informed decision-making, leading to refinements in pedagogical approaches, learning materials, evaluation techniques, and overall institutional strategies. The overarching objective is to align educational provisions with the evolving needs of learners and the

broader educational landscape.

Curriculum, as a core component of the teaching and learning paradigm, demands consistent and periodic evaluation. CCET's commitment to this principle is evident through its emphasis on ongoing assessment and adjustment of curriculum components. This iterative evaluation process ensures that the curriculum remains relevant, effective, and responsive to the dynamics of education, technological advancements, and societal shifts.

In conclusion, Curriculum Design and Development, fortified by stakeholder engagement and feedback, form the bedrock of educational advancement. CCET's dedication to incorporating diverse perspectives and its unwavering commitment to curriculum evaluation exemplify a holistic approach to fostering educational excellence. Through these endeavors, CCET not only contributes to the continuous improvement of teaching and learning but also cultivates an educational ecosystem that nurtures innovation, adaptability, and growth.
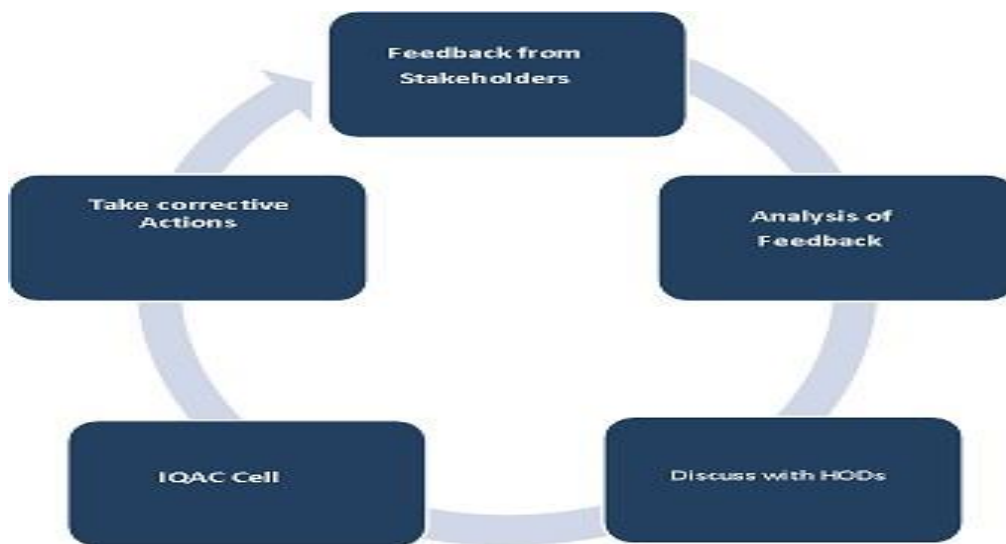
The process of feedback collection and curriculum development is a crucial aspect of maintaining the quality and relevance of educational programs. At CCET .Tthis process is well-structured and involves active participation from various stakeholders to ensure a comprehensive evaluation and enhancement of the curriculum.

The feedback on curricula and syllabi is systematically collected at the conclusion of each term, typically occurring in the months of April and November within the academic year. This timeline allows for regular intervals of assessment and adjustment, ensuring that the curriculum remains aligned with the evolving needs of students and the demands of the industry and job placement landscape. The curriculum investigation encompasses a holistic approach, considering both the planning of syllabus and the overall program experience.

The initial stages of curriculum development involve a meticulous evaluation of the existing curriculum. This evaluation is conducted in the context of student requirements, industry expectations, and potential job placements. By analyzing the strengths and weaknesses of the current curriculum, CCET ensures that any new program or modification is well-informed and relevant.

The curriculum development and review process is a collaborative effort, with active contributions from students, teachers, and academic experts from other institutions. Feedback is solicited from students for each course they undertake. This feedback is collected through a prescribed questionnaire designed by the institute. The process includes

both online methods as well as traditional hard copy submissions before the semester's end. This multi-faceted approach aims to capture a diverse range of student perspectives and experiences.

Similarly, faculty members are also involved in providing feedback on the courses they teach. This comprehensive approach ensures that both student and teacher viewpoints are considered during the curriculum review process. The collected feedback is then compiled and presented to the curriculum review committee, a body constituted by the institute.

The curriculum review committee plays a pivotal role in analyzing the gathered feedback. This committee convenes regularly, typically at the end of each semester, to deliberate on the suggestions provided by students, faculty, and academic experts. The aim is to foster a rich dialogue that leads to valuable insights and recommendations for curriculum improvement. During these discussions, the committee ensures that any changes made maintain coherence with the overall curriculum structure and objectives.

Once the feedback has been thoroughly analyzed and discussed, the curriculum review committee generates recommendations for changes. These recommendations are then presented during meetings of the Institutional Quality Assurance Cell (IQAC), a body responsible for overseeing quality enhancement initiatives. The IQAC members review the proposed changes and provide further insights and suggestions, ensuring a well-rounded assessment.

1. Student's Feedback

The institution places a strong emphasis on utilizing students' feedback as a foundational element for refining and enhancing the existing educational framework. The students' feedback questionnaire, which is administered twice a year at the end of each term, serves as a comprehensive tool to gather both quantitative and qualitative insights. This questionnaire delves into various aspects of the students' academic experience, encompassing in-course content, pedagogy, learning materials, perspectives on theory/practical courses, and the institute's services.

This systematic approach to feedback collection ensures that students have a platform to voice their opinions on the scheme, teaching and learning methodologies, as well as co-curricular activities. The collected feedback is subjected to meticulous review and analysis, which forms the basis for implementing improvements. The insights gleaned from the feedback are shared with the relevant departments, and viable suggestions are subsequently presented to the IQAC for implementation.

A notable trend emerging from the survey is the overall satisfaction of most participants with the program scheme. Continuous refinement of the scheme based on feedback has yielded positive outcomes and reflects the institution's

Criterion 1

Feedback System QnM 1.4.1

commitment to ongoing enhancement. The course content and the delivery of both theoretical and practical components have captured the interest of a majority of students. They express contentment with the assortment of courses, as well as the various activities such as guest lectures and workshops that enrich their learning experiences.

While a minority of students expresses concerns about resource availability, particularly in terms of reading materials and laboratory equipment/software, the majority find the library's reference materials sufficient to address theoretical and practical requirements. The institution's provision of e-books and e-resources further contributes to the students' learning accessibility and convenience.

A significant highlight is the positive feedback regarding software and equipment provided by the institute. These tools are instrumental in bridging the gap between theoretical concepts and practical applications. The institution's investment in a well-equipped research lab demonstrates its dedication to fostering research capabilities among students.

The institution's faculty members employ diverse teaching styles, leveraging multimedia tools like PPTs, site visits, animations, and real-world examples to facilitate engaging learning experiences. These methodologies are designed to challenge students and augment their understanding. The recruitment of experienced faculty members underscores the institution's commitment to delivering quality education and aligning curriculum with industry demands.

Criterion 1

Feedback System QnM 1.4.1

The institution's support system is underscored by the assignment of Class Teachers (Mentors) who play a pivotal role in addressing the needs of struggling students. This mentorship program extends beyond academics, encompassing psychological and social support. The positive feedback from students indicates that mentors effectively contribute to the overall well-being of students. Regular interactions between mentors and mentees, as well as involving parents, create a holistic support network that fosters student success and personal growth.

In conclusion, the institution's systematic approach to soliciting, analyzing, and acting upon students' feedback underscores its commitment to continuous improvement. By leveraging feedback and implementing changes through a collaborative process involving stakeholders and the IQAC, the institution ensures that its educational offerings remain relevant, effective, and responsive to the evolving needs of students and the academic landscape.

2. Alumni Feedback

The University's curriculum has garnered significant appreciation from its alumni, owing to its remarkable flexibility and multidisciplinary approach. The curriculum's adaptability to various fields is highly commendable, catering to students' individual needs and ensuring a comprehensive understanding of the subject matter. Notably, the curriculum places a strong emphasis on skill development, aligning with the evolving demands of the professional landscape.

One of the notable strengths of the curriculum is its alignment with competitive examinations such as GATE and NET. This strategic mapping equips students with the

necessary knowledge and preparation to excel in both national and international-level exams. Preparatory classes play a crucial role in enabling students to grasp the essential prerequisites for these exams. The incorporation of frequent revision cycles, mock tests, and expert talks contributes significantly to enhancing students' confidence and enthusiasm, ultimately facilitating better performance.

The curriculum's commitment to professional enhancement activities is noteworthy. This dedication contributes to improved placement opportunities for students and a better understanding of market dynamics. However, there is room for further synergy between industry and academia. Integrating more industry-specific inputs into the curriculum can effectively bridge the gap and equip students with practical insights that align with real-world requirements.

To enhance students' practical skills and early exposure to real-world scenarios, compulsory mini projects should be integrated alongside theoretical subjects from the early stages of academia. This approach nurtures innovation, critical thinking, and application of concepts, preparing students for the challenges of the professional realm.

Given the rapid pace of technological advancements, the curriculum's regular updates with the latest trends, technologies, and industry demands are essential. By introducing new courses, languages, software, and tools, the institution ensures that students remain well-equipped to address contemporary challenges and opportunities.

Incorporating students into the design of innovative projects and research endeavors fosters

Criterion 1

Feedback System QnM 1.4.1

a culture of active participation and ownership in their educational journey. Such involvement paves the way for enhanced future prospects and a stronger connection between theoretical knowledge and practical application.

The positive feedback on available resources and infrastructure, including the library and supporting services, speaks to the institution's commitment to providing a conducive learning environment. This supportive ecosystem greatly contributes to students' overall academic experience and success.

Beyond academic prowess, the curriculum emphasizes building core competencies and holistic development. The diverse campus life and events cater to sports, culture, and co-curricular interests, offering students a well-rounded educational experience.

In addition to these strengths, the curriculum's inclusion of activities centered around essential life skills, such as sensitivity training, emergency preparedness, disaster management, crisis management, and community learning, further enriches students' learning journey. These elements not only contribute to their personal growth but also nurture responsible citizenship, ensuring that graduates are well-prepared to contribute positively to society.

In conclusion, the institution's curriculum stands as a testament to its commitment to excellence and holistic development. Through its flexible, multidisciplinary approach, alignment with competitive exams, focus on skill development, and integration of industry insights, the curriculum equips students with the tools and knowledge needed to thrive in a dynamic world. By continuously updating and innovating the curriculum, the institution

Criterion 1

Feedback System QnM 1.4.1

empowers its students to become well-rounded individuals, capable professionals, and responsible members of society.

3. Employers Feedback

Employers express satisfaction with the curriculum's diverse course options, noting their relevance in job preparation and skill enhancement. The prescribed syllabi effectively bridge the academia-industry gap, equipping students with job-ready skills and knowledge. This alignment ensures graduates are well-prepared to meet industry demands and excel in their professional endeavors.

4. Faculty Feedback

The institution's faculty members engage in a constructive practice of conducting bi-semester course coordination meetings. These meetings serve as dedicated platforms for qualitative enhancement across multiple dimensions of education. The faculty collaboratively addresses aspects such as content quality, pedagogical approaches, learning materials, student performance, research endeavors, and extension activities related to both theory and practical courses.

During these gatherings, faculty members openly share their feedback and suggestions concerning the teaching-learning process, research initiatives, and extension activities. This interactive exchange facilitates robust discussions and deliberations. Additionally, faculty members provide input on the Programme Scheme, Theory courses, and Practical Courses.

Criterion 1

Feedback System QnM 1.4.1

The valuable insights garnered during these meetings are channeled towards fostering continuous improvement. Appropriate recommendations stemming from faculty feedback are channeled to the academic council for consideration and eventual implementation. Furthermore, feedback collected during the teaching-learning process is communicated to the University, initiating necessary actions to address any identified areas for enhancement.

In essence, the institution's commitment to regular course coordination meetings exemplifies its dedication to refining educational offerings and ensuring a comprehensive, student-centered learning experience. Through open dialogue and collaborative efforts, the faculty actively contributes to the ongoing evolution of the curriculum and the overall quality of education.

Criterion 1

Feedback System QnM 1.4.1

Formats of Feedback System

(Offline)

Criterion 1

Feedback System QnM 1.4.1

ALUMNI FEEDBACK FORM

ESSENTIAL DETAILS

Alumni Name	
Father's Name	
Date of Birth (DD/MM/YY)	
Year of passing	Department
Permanent Address	
Contact No. & Mail ID	
Present Organization	
Designation	

SI.NO	Statement	YES	NO
1.	Do you feel proud to be associated with CCET as Alumni?		
2.	Institute organizes various kinds of activities for overall development of students.		
3.	Are you willing to contribute in the development of the Institute?		
4.	Is there any students' grievance cell in the Institute		
5.	Institute is having adequate laboratories and equipment for practical experiences.		
6.	Is Education imparted at CCET is useful and relevant in your present job?		
7.	Have you obtained sufficient technical knowledge (both in theory and practical) at CCET?		
8.	Whether the T&P cell has provided sufficient **on campus** and **off campus** placement opportunities?		
9.	Are you happy with the curriculum content during your stay?		

Criterion 1

Feedback System QnM 1.4.1

10.	Is Institute providing good Hospitality to Alumni after passing out?		
11.	Do you receive regular updates from the Institute through Mails/calls/SMS/etc?		
12.	Whether student is allowed to participate in the development of curriculum?		

Please email the completed form to **d.soren@ccetbhilai.ac.in**

DATE: …………………   SIGNATURE: …………………………………………………..

Criterion 1

Feedback System QnM 1.4.1

Employer Feedback Form

Dear Employer,

Greetings from CCET family

Many graduates of our Institute are already working in your organization. We are thankful to you for having provided them an employment with your prestigious Company/Organization.

In our endeavor to serve you better through our students, we shall very much appreciate and be grateful to you if you can spare some of your valuable time to fill up this feedback form. It will help us to improve the Institute further and give you better employees in future.

Tick ☐ the number that best describes your level of satisfaction
at each question: 1 - Poor, 2 - Good, 3 - Moderate, 4 - Superior, 5 – Excellent

How satisfied are you with the student/s work performance in each of these areas:	1	2	3	4	5
1. General communication skills					
2. Capacity to develop practical solutions to work place problems					
3. Working ability as part of a team					
4. Design, Planning and organization skills					
5. Self-motivated and capable of taking responsibility					
6. Open to new ideas and learning new techniques					
7. Familiarity with new technology and equipments					
8. Ability to contribute to the goal of the organization					
9. Leadership quality in handling the situation					
10. Relationship with seniors/peers/subordinates					

On a scale of 1 to 10 how do you rate your overall satisfaction with CCET students and the curriculum?

1	2	3	4	5	6	7	8	9	10

Criterion 1

Feedback System QnM 1.4.1

If you are not satisfied with any of the aspects, please comment further:

....
....
....
....

How could our programme be improved through curriculum? Please specify one or two ways

....
....
....
....

Would you like to recruit more CCET students   YES   No

Would you refer us to other organizations   YES   No

Would you like to associate with our organizationYES   No (Please specify the type of contribution)

Please kindly contact our TPO for any discussion/complaints/suggestions etc.,

Name:_____

Position:_____

Company/organization:____

Date: _____

Please email the completed form to **d.soren@ccetbhilai.ac.in**

Criterion 1

Feedback System QnM 1.4.1

FACULTY FEEDBACK ON CURRICULUM

NAME OF THE PROGRAM: PROGRAM CODE:

Name of the Course:

SEM:

Name of Faculty: Designation:

Sl. No.	Questions	Response	Remarks
1.	Whether the faculty members are very well convergent with the content of the courses?		
2.	Whether the content of the courses are very much related to the advanced technology?		
3.	Course outcomes and Program outcomes are very much clear to the teachers and students		
4.	Whether the curriculum is prepared as per the feedback of all the stake holders?		
5.	Whether the prescribed text and reference books are available in the library?		
6.	Whether the contents of the curriculum have balance between theory and practical?		
7.	Whether the curriculum stresses upon social responsibilities, ethics etc.,		
8.	Whether the curriculum content, helps towards employability?		
9.	Teacher has the freedom to adopt new techniques /strategies for teaching.		
10.	Whether the curriculum has been updated regularly in terms of demand of industry		

Signature of the Faculty

Criterion 1

Feedback System QnM 1.4.1

Students Feedback Form

Academic year …………………   **Semester……………..**

 Course/Class/Branch ……………………………

Date of Feedback…………………………..

Sr.No.	Description					Subject Name			
(A)	**Course Contents**								
1	Has the Teacher covered entire Syllabus as prescribed by University? (Yes/No)								
2	Has the Teacher covered relevant topics beyond Syllabus (Yes/No)								
3	Effectiveness of Teacher in terms of*								
i	Technical content								
ii	Communication skills								
iii	Use of Non print teaching aids								
iv	Availability beyond normal classes and co–operation to solve individual Problems(Yes/No)								
v	Pace on which contents were covered*								
vi	Overall effectiveness*								
4	How do you rate the contents of the curriculum?*								
5	How do you rate lab facilities, if applicable?*								

*(Rating : 5-Excellent, 4-Very Good, 3- Good, 2- Average, 1- Below Average)

1	Library Facility*	
2	Internet Facility*	
3	Co–Curricular activities*	
4	Any other suggestions	

 Name and Signature of the student (Optional)

Criterion 1

Feedback System QnM 1.4.1

Formats of Feedback System

(Online Copy)

Criterion 1

Feedback System QnM 1.4.1

Student Feedback Link

https://docs.google.com/forms/d/e/1FAIpQLSfPHfE3MOC8kLWQpCQ9vmZ6pKHKpBqsKHOQPeelx2pOgmcSnQ/viewform?pli=1

Faculty Feedback Link

https://docs.google.com/forms/d/e/1FAIpQLSeP-3w7muX475lvJTOC3xFqoxeQLj4opjpPR7HRsghyho9sUg/viewform

Alumni Feedback Link

https://docs.google.com/forms/d/e/1FAIpQLSeC7q88-s3r0xVtO65RjgL9d3Ssbj68FPeWlsloCoRGxR4jxg/viewform

Employer Feedback Link

https://docs.google.com/forms/d/e/1FAIpQLSfZcplnEgDYUABKe4wjVCCWeNiMHX_aT_OQVjFZI8TmQevPSA/viewform

Criterion 1

Feedback System QnM 1.4.1

Stakeholder's Feedback

Year 2020-21

Criterion 1

Feedback System QnM 1.4.1

Student's feedback (online)
Total Responses = 157

Question 1 : How do you rate the sequence of the courses that you have studied are in sequence to what you have studied in the previous...
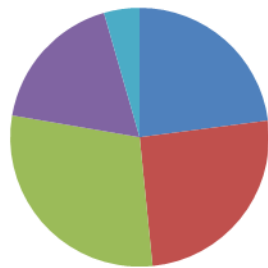
- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Question 2 : How do you rate the syllabus of the courses that you have studied in the relation to the competencies expected out of the...
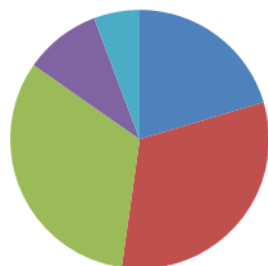
- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Criterion 1

Feedback System QnM 1.4.1

Question 3 : How do you rate the relevance of the units in syllabus relevant to the course

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average
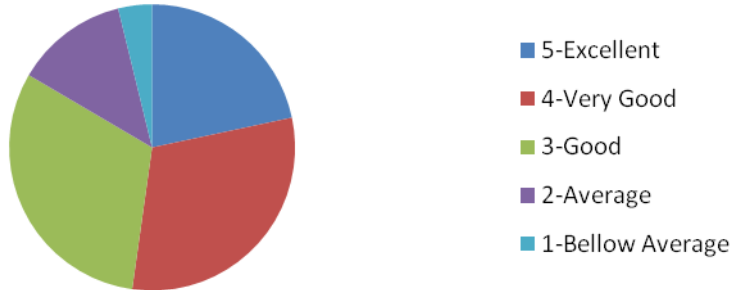
Question 4 : How do you rate the distribution of the contact hours among the course components?
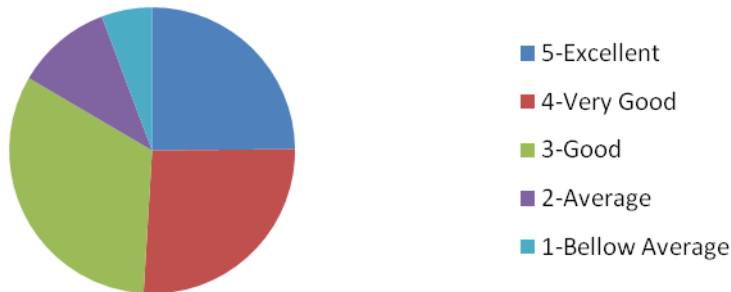
- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Criterion 1

Feedback System QnM 1.4.1

Question 5 : How do you rate the offering of the electives in terms of their relevance to the specialisation streams?
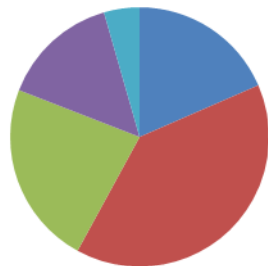
- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Question 6 :How do you rate the electives offered in relation to the technological advancement?
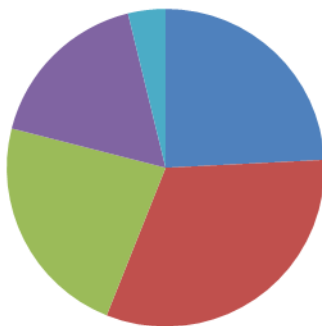
- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Question 7 :How do you rate the relevance of the textbooks and reference books by their international recognition to the...
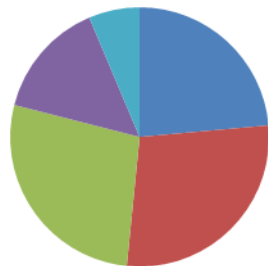
- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Question 8 :Rate the size of syllabus in terms of the load on the student

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Criterion 1

Feedback System QnM 1.4.1
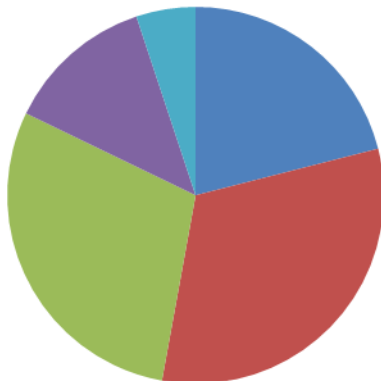
Question 9 : Rate the courses in terms of extra learning or self learning considering the design of the courses
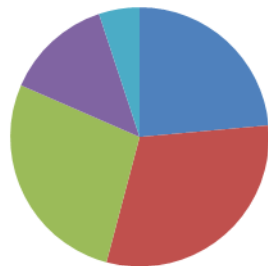
- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Question 10 : Rate the courses in terms of sequence of offering considering whether the preceeding courses have been covered?
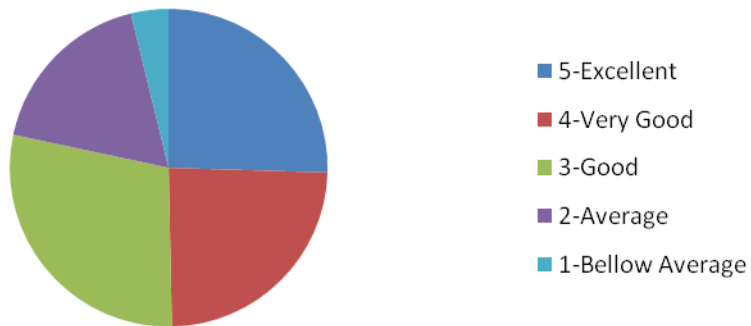

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Criterion 1

Feedback System QnM 1.4.1
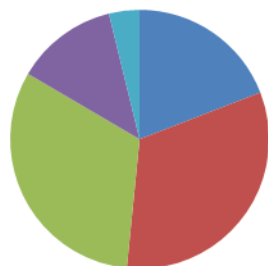
Question 11 : How do you rate the percentage of the courses having LAB components

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average
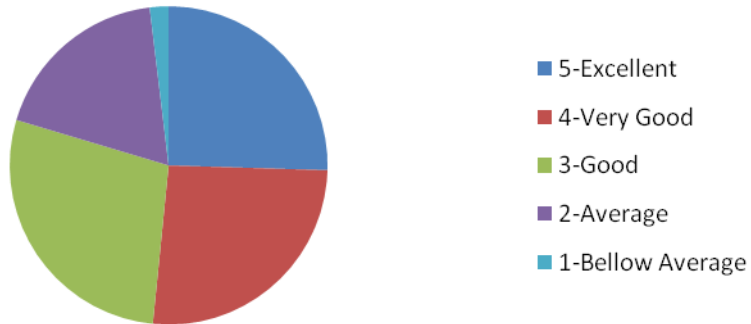
Question 12 : How do you rate the domain used for designing the experiments for the lab components?

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Question 13 : How do you rate the experiments in relation to the real life application

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
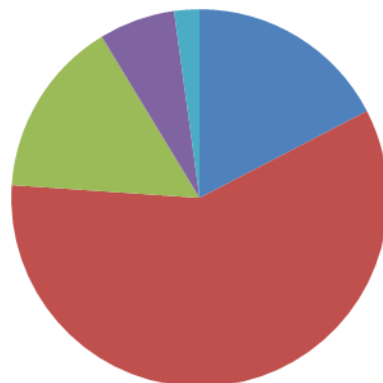- 1-Bellow Average

Criterion 1

Feedback System QnM 1.4.1
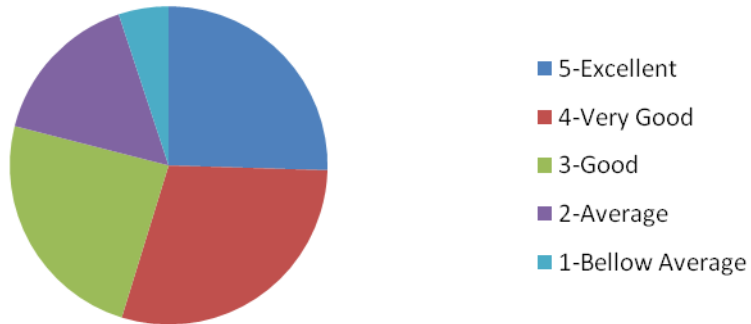
Faculty feedback (online)

How do you rate the syllabus of the courses in relation to the competencies expected out of the course
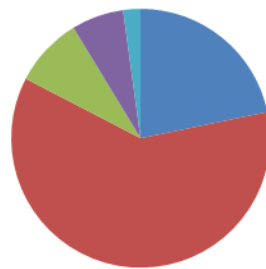
- 5-Excellent
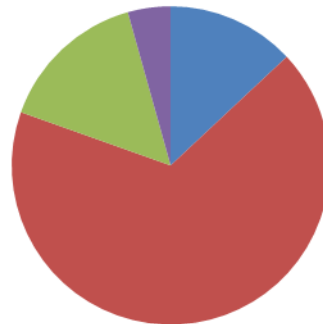- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

How do you rate the structure framed for entire program

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Criterion 1

Feedback System QnM 1.4.1

How do you rate the allocation of the credits and contact hours(L-T-P)to the courses?

- 5-Excellent
- 4-Very Good
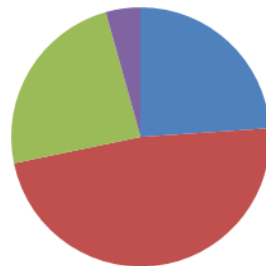- 3-Good
- 2-Average
- 1-Bellow Average

How do you rate the offering of the electives in terms of their relevance to the specialization streams and technological advancement

- 5-Excellent
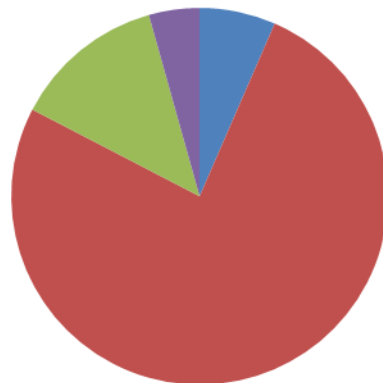- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Criterion 1

Feedback System QnM 1.4.1

How do you rate the relevance of the text books and reference books by their international recognition to the courses?

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

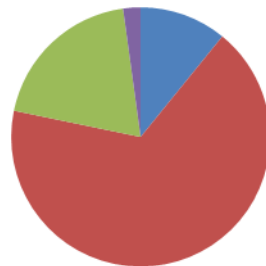## Rate the size of syllabus in terms of the load on the student

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Criterion 1

Feedback System QnM 1.4.1

Rate the courses in terms of sequence of offering considering whether the preceding courses have been covered.

- 5-Excellent
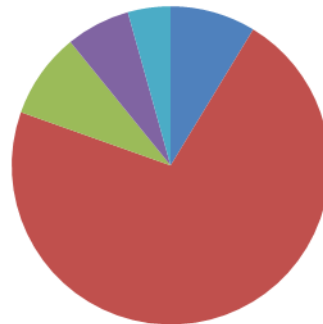- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Rate the courses in terms of extra learning or self learning considering the design of the courses.

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Criterion 1
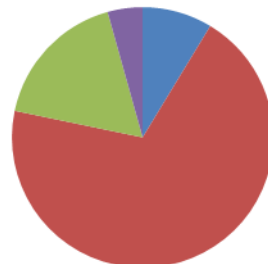
Feedback System QnM 1.4.1
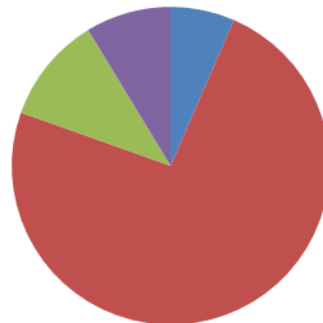
How do you rate the evaluation scheme designed for each of the course

- 5-Excellent
- 4-Very Good
- 3-Good
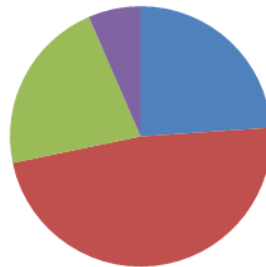- 2-Average
- 1-Bellow Average

How do you rate the composition of the courses in terms of the basic science, engineering science, Humanities, Discipline...

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Criterion 1

Feedback System QnM 1.4.1

How do you rate the percentage of courses having LAB components and the domain used for designing the experiments for the LAB…

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

FACULTY FEEDBACK

course that is engaging, interactive, and relevant to their needs.
Lab classes should be more.
lab should be updated
licensed software must be there in lab
minimize the syllabus
More curriculum activities in formal and informal settings.
More practice required for Problems
some modifications are required in syllabus
some training program should be conducted regarding LAN trainer kit
studying the subject digitally with videos can help improve the visualization power of students for basics
Subject is lengthy
syllabus is not same for all branches

Criterion 1

Feedback System QnM 1.4.1

Syllabus is so lengthy to cover in time
syllabus modification as per new emerging skills of language.
syllabus should be updated
system configuration should be updated
system configuration should be updated
The program should be more oriented towards practical knowledge so that students get the idea of different components.
UNIVERSITY EXAM SHOULD BE IN TIME

Alumni feedback (online)

Question 1 :How do you rate relevance of the courses in relation to the program

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average
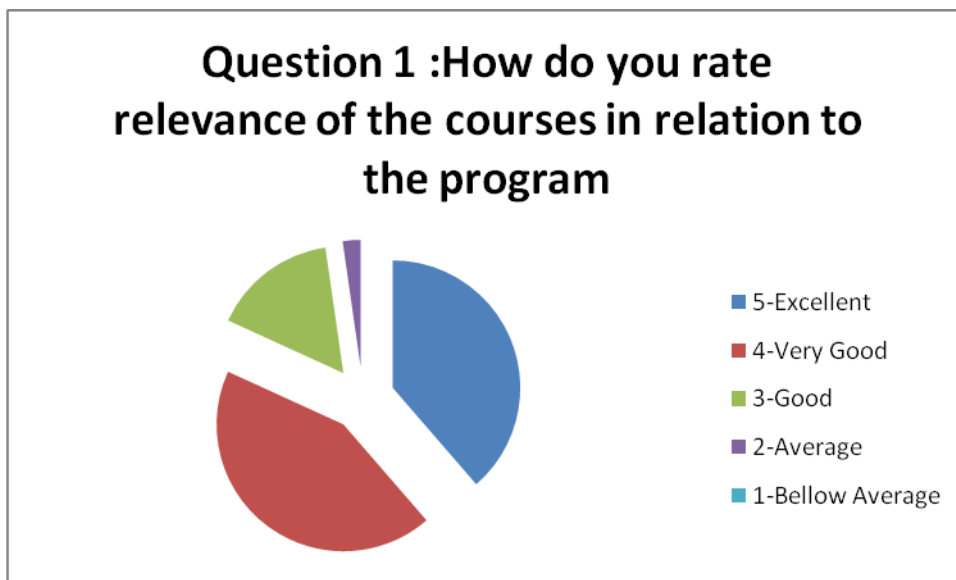
Criterion 1

Feedback System QnM 1.4.1

Question 2 : How do you rate sequence of the courses included into the program

- 5-Excellent
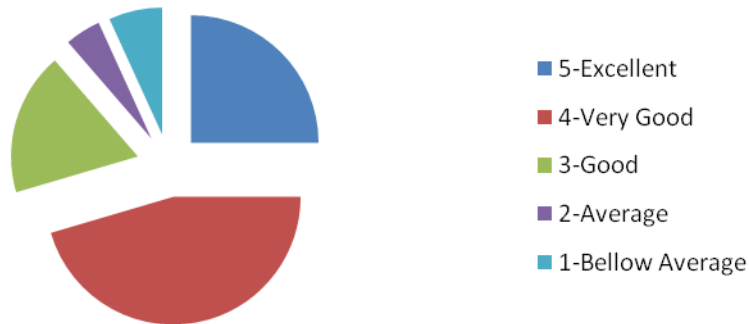- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Question 3 : How do you rate competencies in relation to ther course content?

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Criterion 1

Feedback System QnM 1.4.1
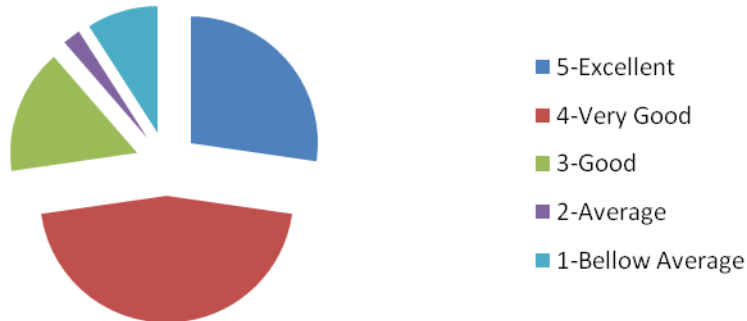
Question 4: How do you rate competencies in relation to the course content?

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Question 5 : How do you rate the sequence of the topics in the units?

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Criterion 1

Feedback System QnM 1.4.1
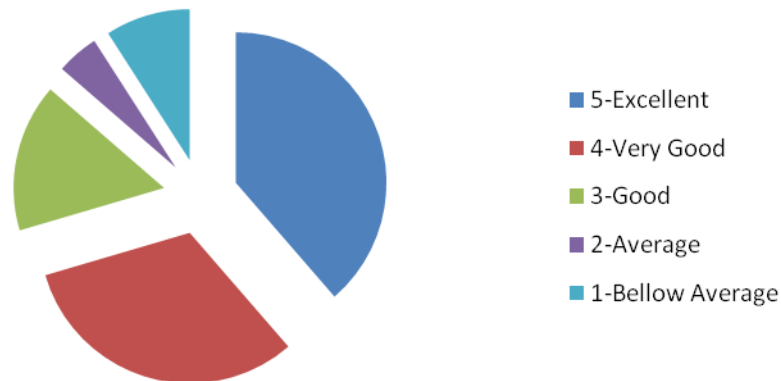
Question 6 : Rate the offering of the in relation to the specialisation streams.

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

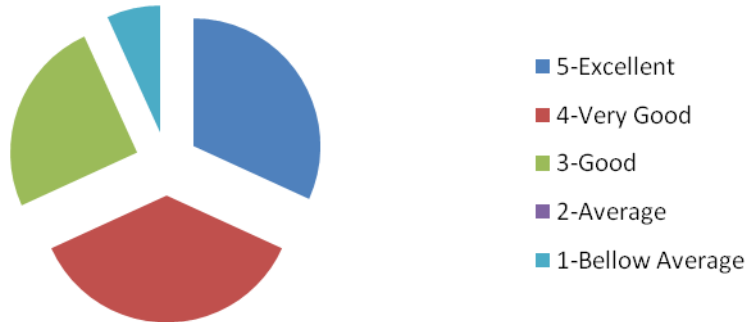## Question 7 : How do you rate the domain used for designing the experiments in terms of the suitability of the tools to the...

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Criterion 1

Feedback System QnM 1.4.1

Question 8 : How o you rate experiment in terms of their relevance to the real life application?

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Question 9 : How do you rate the courses that you have learnt in relation to your current job?

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Average
- 1-Bellow Average

Criterion 1

Feedback System QnM 1.4.1

Action TAKEN Report on Feedback

As per the collected feedback online (Due to Covid 19 Pandemic) from all stakeholders during Even and Odd semester of 2020-21, Following are the highlighted points

The analysis of feedback regarding curriculum upgrading, collected from various stakeholders, is a vital measure for enhancing the quality of education within the institution. By actively engaging students, teachers, faculty, parents, alumni, and employers, the institution gains valuable insights into the strengths and weaknesses of the existing curriculum. This multidimensional approach to assessment serves as a cornerstone for continuous improvement.

The institution's comprehensive assessment process involves diverse methods such as feedback surveys, interviews, and discussions with stakeholders. By leveraging this feedback, the institution identifies gaps in the existing curriculum. To bridge these gaps, the institution employs a multifaceted approach. This includes integrating add-on courses, inviting guest lecturers, organizing workshops, seminars, and industrial visits. These initiatives not only supplement the curriculum but also provide practical exposure, fostering a holistic learning experience.

The ultimate objective of this systematic approach is to create a robust framework for acquiring, summarizing, and documenting information. By aligning the curriculum with the demands of the industry and the expectations of various stakeholders, the institution ensures that students are equipped with relevant knowledge and skills. This proactive approach not only enhances the quality of education but also prepares students to meet the challenges of the dynamic and competitive professional world..

Feedback Analysis and action Taken

Feedback	Action Taken
Students 1. Students feel that the soft skills training would improve their chances of placement in industry. 2. Improvement should be needed in personality development and Communication skills. 3. Internship must be encouraged.	1. All the Departments have organized Workshops and Seminars for students by including experts from industries and reputed institutions in Online mode 2. Students are advised to attend internship online due to Covid-19 3. The college conducted various value added courses/ personality development and communication skill improvement activities in the year 2019-20. All HODs has been asked to conduct more such activities in the coming academic year.
Teacher 1. Industry oriented syllabus should be introduced.	1. Conducted skill training certificate program for all the students in the year 2019-20.

Criterion 1

Feedback System QnM 1.4.1

2. Extra guidance for the weak students in academic activities.	2. Remedial classes conducted.
Alumni 1. Financial support for participation in National and International conferences.	1. Institute already giving financial support for students participation in national conferences.
Employer 1. Technical skills should be provided to students. 2. Implement latest technology in syllabus.	1. Started more skill training certificate program for all the students. 2. Latest technology and trends in industry implemented by conducting skill training certificate program and beyond syllabus.

Criterion 1

Feedback System QnM 1.4.1